



## TLPL360 Foundations of Education

**Term:** Fall 2025

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**Credits:** 3

**Course Dates:** Sept. 3 - Dec. 10

**Course Times:** MW 9:30 a.m. - 10:45 a.m.

**Classroom:** Tawes Hall 0214 ([UMD map](#))

**Office Hours:** By appointment

## Course Outline

### Course Description

Foundations of Education explores the social context of education and how conflicts over philosophies, values, and goals are reflected in educational institutions in our pluralistic society. I designed this course from a critical theoretical perspective. As described by Bell McKenzie and Skrla (2023),

To change the world continues to be the ambition of critical theory, to change it by addressing oppression, discrimination, and alienation both theoretically and practically. Today that includes racism, sexism, classism, heterosexism, ageism, ableism, nativism, and any and all other expressions, systemic and otherwise, or injustice. ... That is, you cannot just study schools and the workings of schooling as isolated phenomena. You must also study the economic, political, social, racial, and cultural values that over time have created the structures wherein schools are nested. (pp. 14-15)

You do not have to be a critical scholar, nor do you have to agree with any of the materials presented in class. Part of college involves exposure to multiple ways of knowing and an analysis of numerous perspectives to better inform how you perceive the world. There is no perfect way to think. These ideas might make you uncomfortable, but as long as you engage with them and consider their strengths and limitations, you will likely produce excellent work. No approach is without fault, and "at every stage, despite best researcher intentions, the possibility exists of misrepresenting, obscuring, overlooking, or erasing issues related to social justice" (Bell McKenzie & Skrla, 2023, p. 19).

### Learning Outcomes

After completing this course, you will be able to

- Examine the social and political contexts influencing historical examples of U.S. education and schooling.
- Reflect on your assumptions, beliefs, and experiences, considering how contextual factors shape your understanding of the role of education and schooling in society.
- Evaluate how different social groups experience education and schooling, recognizing that schools can both reinforce discrimination, inequality, and oppression and have the potential to be humanizing and liberating.

### Required and Suggested Resources

There are no fees for this course. All required readings and materials will be available on Canvas.

### Acknowledgements

I want to thank my friend and colleague, Colin McCarthy, who was a previous instructor for TLPL360. His guidance, expertise, and mentorship have been invaluable to the development of this course.

## Course Structure

This course meets in person twice weekly. This is a 300-level course that requires your attendance, engagement, and participation. Attendance is essential to success because the course relies on class discussion and group activities. If you are a student who does not regularly attend class, drop this course. Missing class means missing community learning.

**Poor attendance may result in failure of this course. I do not take attendance for the first three classes. Starting September 15th, if you miss more than *four* classes, 10 points will be deducted from your final grade, as you will no longer have the opportunity to self-assess your learning. More than *six* absences will constitute a 20-point deduction. *Seven* or more absences may result in course failure because so many assignments rely on in-class learning. You cannot make up knowledge to which you have not contributed. Regarding excessive absences, you are responsible for scheduling a meeting with me to explain your circumstances so we can mutually determine whether a course withdrawal, a course failure, or another option is the best path forward.**

Ongoing health concerns, family emergencies, and disability-related absences can be excused when communicated to me in advance. Finally, absences for religious observances are considered excused and will not count as an absence.

## Major Assignments

### Multimodal Autobiography (Graded for completion)

*Format (2-3 double-spaced pages excluding photos/multimedia OR 6-8 minute audio/video OR 6-8 song playlist with 1-2 sentence descriptions for each selected source OR 8-10 photographs with 1-2 sentence descriptions for each source)*

Complete an autobiography that helps instructors learn about you. Answer the following questions or choose your own:

- *Who are you, and how do you describe yourself?*
- *What aspects of your identity are most important to you?*
- *What are the key moments or turning points in your life that have shaped who you are?*
- *Are there specific people who have influenced your values or identity?*
- *What have you learned about yourself over time?*

### Content Reflections (Graded for content)

*Format (2-3 double-spaced pages OR 6-8 minutes audio/video response OR 4-5 multimedia selections with 1-2 double-spaced written pages of explanation)*

Reflect on your learning related to the course materials and discussions. Select at least 2-3 resources from the previous weeks and analyze (not summarize!) them in depth. I want to understand how you process and relate to them based on your experiences. The following questions may guide your reflection, or choose your own:

- *What idea, concept, discussion, or material stood out to you the most, and why?*
- *How does this content connect to something you've learned or experienced before?*
- *What questions did this material raise for you? What would you want to explore further in this class?*
- *Were there any moments in the content that challenged your thinking or assumptions? How so?*
- *In what ways is this content relevant to your own life, community, or future goals?*

In addition to the aforementioned options, students have additional ways to capture their learning in ways that complement what is captured through traditional content reflections:

- Conduct a 10-15 minute interview with someone about their educational experiences

- Record a 10-15 minute group reflection on course content with 3-5 classmates
- Reflect on 2-3 current events that connect with course topics, themes, or discussions
- A student prepares for and leads a class discussion and activity (with support from the instructor)
- A group of students engage in a student-led 20-30 minute post-class discussion with the instructors
- The student generates questions related to the class and answers those questions in the reflection

### **Opportunity Study (Graded for content)**

*Format (3-5 double-spaced pages OR 12-15 slide format)*

You will use one of three interactive tools from [The Educational Opportunity Project](#) at Stanford University to explore how race, class, and place shape opportunity in the United States. These tools enable you to view real-world data on educational outcomes, economic mobility, and neighborhood conditions. By examining a specific geographic area (such as a city, county, or neighborhood), you can identify and explain patterns of inequality, understand how inequality operates, and consider the potential for change.

You will choose a geographic area that interests you. Using your selected tool, you will explore how opportunity is distributed across that area and analyze what the data reveal. You will choose to focus on one key outcome (i.e., test scores, income, or segregation levels) or may compare several variables. Explain the story behind the data clearly and thoughtfully. The following questions will guide your analysis, or choose your own:

- *What geographic area did you choose to focus on and why?*
- *Which data tool did you use, and what kinds of data does it provide?*
- *Which indicators or filters did you explore (e.g., race, income, test scores, mobility) and why?*
- *What patterns or disparities did you notice in the data?*
  - *Based on your analysis, what are some of the likely root causes behind these patterns or disparities?*
- *What are the potential consequences of these patterns for people in this area?*
- *What messages, insights, or recommendations would you want to share based on your findings?*
  - *Using a critical perspective, how might power, oppression, and justice inform your analysis?*

### **Identifying Activity (Graded for completion)**

*Format (5-7 photographs with 2-3 sentence explanations per photo OR video submission with voiceover explaining the inclusive and/or exclusive dimensions of your multimedia selections)*

You will take pictures of exclusive and inclusive characteristics of your learning and living environment. These examples can be anything you identify as exclusionary or inclusionary. You are welcome to share your thoughts and feelings about the photos with the class to help them understand how to create a more authentic and equitable learning environment.

### **Final Project (Graded for content)**

*Format (5-7 double-spaced pages OR a format agreed upon between the instructor and student)*

Based on the content covered throughout the semester, you will use your knowledge and skills to produce a final project that answers one or more of the following questions:

- *What should be the purpose of education in the United States? Why?*
- *What are your hopes for the future of education? How might those hopes be realized?*
- *What is your philosophy of education, and how will you live out that philosophy as a citizen?*
- *How has the course affirmed, challenged, or conflicted with your educational experiences?*
- *How has this course influenced your perspective on education as a citizen or future educator?*

These guiding questions represent one format for students interested in a traditional approach. While I encourage creativity, I recognize that end-of-semester assignments can be stressful, and more conventional formats can help alleviate that tension. We will have time to discuss nontraditional formats toward the end of the semester.

### Extra Credit (Graded for content)

*Format (5-7 double-spaced pages)*

For students interested in receiving an A+ in class, you will complete an optional reflective paper (approximately 1,250–1,750 words) exploring your positionality in relation to education, identity, and justice. Positionality refers to the understanding of how your social identities, experiences, and relationships to systems of power shape how you see, interpret, and engage with the world. You will analyze how at least two dominant and two subordinate identities have impacted your K–12 educational experiences, your engagement in this course, and your evolving perspectives on education and justice. Drawing from course readings, discussions, and your own lived experiences, this paper asks you to consider how your positionality informs both how you have experienced schooling and how you envision your future commitments as an educator, professional, or community member. The goal is to connect self-awareness with social awareness and to situate your personal narrative within broader structures of power and justice.

You do not need to answer every question, but your paper should thoughtfully engage with each area of reflection.

#### Part I: Understanding Your Positionality

- What are at least two of your dominant and two of your subordinate identities (e.g., race, class, gender, sexual orientation, language, ability, religion, citizenship, etc.)?
- How have these identities interacted with systems of power and privilege throughout your K–12 and university schooling?
- In what ways did your identities shape your access to opportunities, your relationships with teachers and peers, or your sense of belonging in school?

#### Part II: Reflection on This Course

- How did your positionality influence the way you engaged with this course, its readings, discussions, or themes?
- Were there moments when you felt affirmed, challenged, or uncomfortable? What did those moments reveal about your own perspectives or assumptions?
- How has your understanding of education, equity, or justice shifted as a result of this course?

#### Part III: Looking Forward

- How do you see your awareness of positionality shaping your future work, teaching, or participation in society?
- What justice-oriented stance(s) do you hope to take in your future life and career, and how does this course inform those commitments?
- How will you continue learning about and reflecting on your own positionality beyond this class?

### Grading Structure

Assignments and Grading	Percentage %	Grade Cutoffs			
Multimodal Autobiography (Due Sept. 12)	5%	A	≥94.00%	C	74.00%
Content Reflections (Due Sept. 26, Oct. 24, Dec. 5)	30%	A-	90.00%	C-	70.00%
Identifying Activity (Due Oct. 17)	10%	B+	87.00%	D+	67.00%
Opportunity Study (Due Nov. 21)	15%	B	84.00%	D	64.00%
		B-	80.00%	D-	60.00%

Final Project (Due Dec. 16)	20%	C+	77.00%	F	<60.00%
Engagement & Participation (Due Dec. 14)	20%				
Total	100%				











## Grades

Some assignments are **graded for content**, while others are **graded for completion**. I do not provide rubrics to encourage creativity and critical thinking for assignments graded for content. While this may make expectations less explicit, I grade leniently and always provide written feedback. **Resubmissions are allowed**. Formal grade disputes must be submitted in writing within one week of receiving the grade. Final letter grades are assigned based on the percentage of total assessment points earned. Please understand that being close to a cutoff is not the same as making the cut (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others.

## Engagement and Participation


You will self-assess 10 points of your engagement and participation. Provide a short rationale (five to seven sentences) for the score that you should receive. You may want to consider several key aspects, including weekly preparation, class discussion participation, attention to course assignments, class attendance, and ongoing communication.

## Course Schedule

Module 1 - Critical Approaches to Education
<p><b>Sept. 3 - Week 1 - Course Introductions</b> No materials needed</p> <p><b>Sept. 8 - Week 2 - Critical Pedagogy and the Complexity of Identity</b>   hooks (1994) - Ch. 1 <i>Engaged Pedagogy</i> (pp. 13-21)   Tatum (2017) - Ch. 2 <i>The Complexity of Identity</i> (pp. 99-108)</p> <p><b>Sept. 10 - Week 2 - Foundations for Social Justice and Liberation</b>   Bell (2018) - Ch. 6 <i>Theoretical Foundations for Social Justice Education</i> (pp. 34-41)   Pharr (2018) - Ch. 130 <i>Reflections on Liberation</i> (pp. 604-610)</p> <p><b>Sept. 15 - Week 3 - Social Identity and Defining Racism</b>   Tatum (2017) - Ch. 1 <i>Defining Racism</i> (pp. 83-97)   <a href="#">Othering and Belonging Institute (2023) - Structural Racism Explained</a></p> <p><b>Sept. 17 - Week 3 - Historical and Contemporary Connections to Educational Justice</b>   Baldwin (1963) - A Talk to Teachers (pp. 123-131)   Sealey-Ruiz (2022) - An Archaeology of Self for Our Times: Another Talk to Teachers (pp. 21-26)   <a href="#">Sealey-Ruiz (2022) - Yolanda Sealey-Ruiz: The archaeology of the self</a></p> <p><b>Sept. 22 - Week 4 - What is the Purpose of Education?</b>   Labaree (1997) - Ch. 1 <i>Public Schools for Private Advantage</i> (pp. 15-28)</p>


## Module 2 - Oppression and Resistance: Educational History in U.S. Contexts

### Sept. 24 - Week 4 - U.S. School Segregation and Segregation Academies

 [Retro Report \(2021\) - The Battle for Busing](#)

Choose one of the following resources:


 [The Broadside Podcast \(2025\) - Segregation Academies and a Forgotten Migration](#)

 Berry Hawes and Simon (2024) - The Story of One Mississippi County Shows How Private Schools Are Exacerbating Segregation (ProPublica)

### Sept. 29 - Week 5 - Contemporary Struggles for Ethnic Studies


 [Vice News \(2017\) - An Ethnic Studies Program Sued The Lawmakers That Banned It](#)


Choose one of the following resources:

 Stephenson (2021) - What Arizona's 2010 Ban on Ethnic Studies Could Mean for the Fight Over CRT (Politico)

 Falcón (2020) - 'Never Without a Fight' How Texas Has Stood Up for Ethnic Studies (Remezcla)

### Oct. 1 - Week 5 - Indigenous Boarding Schools and Indigenous Activism

 Chappell (2023) - The Vatican Repudiates 'Doctrine of Discovery,' Which Was Used to Justify Colonialism (NPR)

 Secaira (2020) - After a century of suppression, Native languages are being revived in Washington schools (PBS)

 [Vox \(2019\) - How the US Stole Thousands of Native American Children](#)

 [Retro Report \(2024\) - The 1969 Occupation of Alcatraz Was a Catalyst for Indigenous Activism](#)

### Oct. 6 - Week 6 - Florida's Removal of Gay and Lesbian Teachers

 Graves (2009) - Ch. 1 *Politics of Intimidation in the Sunshine State* (pp. 1-19)

 [Vox \(2019\) - How Florida Legally Terrorized Gay Students](#)

### Oct. 8 - Week 6 - The School-to-Prison Pipeline and Students with Disabilities

 Kaba (2017) - How the School-to-Prison Pipeline Works (Teen Vogue)

 Smith Richards and Cohen (2022) - The School That Calls the Police on Students Every Other Day (ProPublica)

 [Voces Media and Frontline \(2019\) - Inside the Fight Against the School-to-Prison Pipeline](#)

### Oct. 13 - NO CLASS

### Oct. 15 - Week 7 - Contemporary Conflicts over Critical Race Theory and Critical Pedagogy


 Golden (2023) - Muzzled by DeSantis, CRT Professors Cancel Courses or Modify Their Teaching (ProPublica)


### Oct. 20 - Week 8 - The Landscape of School Reform


 Noguera and Syeed (2020) - Ch. 4 *The Power to Change: Limits and Opportunities in School Reform* (pp. 66-86)

## Module 3 - Schools in Context: Navigating Reform in Maryland


### Oct. 22 - Week 8 - School Funding and the Maryland Blueprint: Part 1

 Asbury et al. (2023) - Maryland school districts struggling to comply with 'Blueprint' law (WaPo)


 Ford (2024) - Breakdown of funding for Blueprint education reform plan comes into focus (Maryland Matters)


 Borgula and Yasharoff (2024) - 'Unrealistic' and 'Unfunded': MD's Blueprint for education has counties concerned (CNS)

### Oct. 27 - Week 9 - School Funding and the Maryland Blueprint: Part 2


 Price (2024) - MD's Blueprint reform plan is pouring billions into education. So why are schools facing budget cuts?

(Baltimore Sun)

 Bowie (2025) - What Maryland's Blueprint changes mean for schools (Baltimore Banner)

 Ford (2025) - Blueprint board approves latest round of tweaks to comprehensive education reform plan (Maryland Matters)


#### **Oct. 29 - Week 9 - Teacher Shortages in Maryland and Washington, DC**


 Daria (1997-2002) - "Lucky Strike" (S5, Ep 6)

*Choose the two Maryland or Washington, DC resources to review:*

 Griffith (2024) - Maryland schools are still missing teachers, but not as many as last year (Baltimore Banner)


 Griffith (2024) - Baltimore City schools are importing teachers from overseas (Baltimore Banner)

 Austermuhle (2025) - International teachers face uncertainty as DCPS backtracks on green card help (The 51st)

 Iwaskiw (2025) - Housing teachers on school land could serve DC (Greater Greater Washington)

#### **Nov. 3 - Week 10 - Educational Innovations in Maryland**

*Choose two of the following resources to review:*

 Adams (2024) - Montgomery County schools design spaces with students in mind (MoCo 360)

 Huebeck (2025) - What 'Boy-Friendly' Changes Look Like at Every Grade Level (Education Week)

 Hazen (2025) - BAI: Making Way for Baltimore's Next Generation of Arts Professionals (BMoreArt)

#### **Nov. 5 - Week 10 - Contemporary Curricular Conflicts in Carroll County, Maryland**


 [DW News \(2022\) - Culture Wars: Why Book Bans are Trending in the US](#)

 Griffith (2025) - It just got tougher to ban books in Maryland school libraries (Baltimore Banner)

 Selected children's literature (Canvas)

*Choose one of the following resources to review:*

 Griffith (2023) - Moms for Liberty is winning ... to remove books from one MD school district (Baltimore Banner)


 On the Record (2023) - National rise in book bans and restrictions come to Maryland

#### **Nov. 10 - Week 11 - Contemporary Curricular Conflicts in Montgomery County, Maryland**

 Griffith (2025) - MD's largest school district heads to the Supreme Court. Here's what to know (Baltimore Banner)


 Griffith (2025) - The Supreme Court sided with a MoCo parents' group on LGBTQIA+ books (Baltimore Banner)

 Selected children's literature (Canvas)


 Abbott Elementary (2021- ) - "Books" (S4, Ep 16)

### **Module 4 - Activism and Organizing for Educational Justice**

#### **Nov. 12 - Week 11 - Activism and Organizing for Educational Justice: An Overview**

 Eizadirad et al. (2023) - Ch. 1 *Disrupting the Weaponization of Difference with Intentionality: What it Means to Be an Activist and Antiracist Educator* (pp. 1-14)

#### **Nov. 17 - Week 12 - Activism and Organizing for Educational Justice: The Role of Educators**

 Anyon (2014) - Ch. 11 *Putting Educators at the Center of a Social Movement for Economic and Educational Justice* (pp. 170-187)

 [WYPR Podcast \(2015\) - Rebellion as Education](#)

#### **Nov. 19 - Week 12 - Activism and Organizing for Educational Justice: Teacher Preparation**


 Norton (in press) - *Collective Pedagogy, Collective Power: Community Organizing as Teacher Preparation* (pp. 1-12)


#### **Nov. 24 - Week 13 - Flex Day**




## Nov. 26 - NO CLASS


### Dec. 1 - Week 14 - Activism and Organizing for Educational Justice: Classroom Ethics

 Hytten (2015) - Ethics in Teaching for Democracy and Social Justice (pp. 1-9)


 Good Times (1974-1979) - "The I.Q. Test" (S2, Ep 7)

### Dec. 3 - Week 14 - Activism and Organizing for Educational Justice: Teacher Activism

 Picower (2012) - Teacher Activism: Enacting a Vision for Social Justice (pp. 561-573)

 The Simpsons (1989- ) - "The PTA Disbands" (S6, Ep 21)

### Dec. 8 - Week 15 - Activism and Organizing for Educational Justice: Student Perspectives

 Rodríguez and Brown (2009) - From voice to agency (pp. 19-32)

 [The Connect Podcast \(2025\) - Empowering children to participate in policymaking](#)

### Dec. 10 - Week 15 - Course Reflections and Bittersweet Farewells

 McHenry et al. (2021) - Shared Power in Teacher Preparation: University, School, and Community (pp. 87-109)

*This is a tentative schedule and is subject to change. Updates will be announced in class and via ELMS on Canvas.*

## Policies and Resources for Undergraduate Courses

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics such as the following:

- Academic integrity; Student and instructor conduct; Accessibility and accommodations; Attendance and excused absences; Grades and appeals; and Copyright and intellectual property

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies' complete list of campus-wide policies, and contact me if you have questions.

### Academic Integrity

The University's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. Under this code, the University of Maryland does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. You are responsible for reading it and knowing what it says so you can start your professional life on the right path. As future professionals, your commitment to high ethical standards and honesty begins with your time at the University of Maryland.







It is important to note that course assistance websites, **such as CourseHero, or AI-generated content** are not permitted sources unless the instructor explicitly gives permission. Material taken or copied from these sites can be deemed unauthorized and a violation of academic integrity. These sites offer information that might be inaccurate or biased, and most importantly, relying on restricted sources will hamper your learning process, particularly the critical thinking steps necessary for college-level assignments.

In this course, I encourage you to use artificial intelligence (AI) powered programs such as ChatGPT or DALL-E to help you with some assignments. When you use these tools, you are responsible as a scholar for ensuring you communicate AI involvement in your work. Please make sure to use phrases such as "[your name] via DALL-E 2" (for images) or "This



paper was generated with the help of GPT-3” (for essays). Please review the instructions in each assignment for more details on how to show your work.

Additionally, students may naturally choose to use online forums for course-wide discussions (e.g., Group lists or chats) to discuss concepts in the course. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Please visit the [Office of Undergraduate Studies’ complete list of campus-wide policies](#) and reach out if you have questions.

	 <b>OPEN NOTES</b>	 <b>USE BOOK</b>	 <b>LEARN ONLINE</b>	 <b>GATHER CONTENT With AI</b>	 <b>ASK FRIENDS</b>	 <b>WORK IN GROUPS</b>
Multimodal Autobiography	✓	✓	✓	---	---	---
Content Reflections	✓	✓	✓	✓	✓	---
Opportunity Study	✓	✓	✓	---	✓	---
Final Project	✓	✓	✓	---	✓	✓

## Course Guidelines

### Diversity and Inclusion in the Classroom

TLPL is committed to creating a nurturing climate for students, staff, and faculty. Our mission is to improve the lives of children, families, and education through equitable research partnerships. We value diverse perspectives and experiences because we believe education and science are much richer with the inclusion of individual strengths and identities. Our views of diversity are broad, and we value diversity across numerous groups (e.g., race, ethnicity, sexual orientation, gender identity, and abilities). We are aligned with the broader College of Education and UMD's commitment to DEI efforts and supporting a diverse campus. To foster a supportive and appreciative environment, students are encouraged to participate in discussions with their classmates who may represent diverse beliefs, backgrounds, and experiences. We each have the right to be heard and understood; therefore, we are responsible for listening and attempting to understand. Statements and questions should be shared respectfully. People might make mistakes in an authentic and honest discussion, and we will pursue mutual understanding when this inevitably occurs.

### Names/Pronouns and Self-Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to in this class, both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). Remember that the pronouns someone uses do not necessarily indicate their gender identity. Visit [trans.umd.edu](https://trans.umd.edu) to learn more. Additionally, it is your choice whether to disclose how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity (e.g., should it come up in classroom conversation about our experiences and perspectives)

and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

### **Communication with Instructor**

Email: If you need to contact me, please email me at [cnorton@umd.edu](mailto:cnorton@umd.edu). It is always helpful to review the syllabus FIRST before contacting me. I will do my best to respond to emails within 24 hours. I will send announcements via Canvas. To avoid missing messages, you must ensure that your email and announcement notifications (including assignment changes or due dates) are enabled in ELMS. You are responsible for checking your email and Canvas/ELMS inbox.

### **Communication with Peers**

With diverse perspectives and experiences, we may find ourselves in disagreement and/or debate with one another. As such, we must conduct ourselves professionally and work together to foster and preserve an environment in which we can respectfully discuss and deliberate controversial questions. I encourage you to confidently exercise your right to free speech—bearing in mind that you will be expected to craft and defend arguments that support your position. Keep in mind that free speech has its limit, and this course is NOT the space for hate speech, harassment, and derogatory language. I will attempt to create an atmosphere where each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued. Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if the learning environment has somehow hindered your engagement in discussion.

## **Resources & Accommodations**

### **Accessibility and Disability Services**

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. It is also committed to the principle that no qualified individual with a disability shall, based on disability, be excluded from participation in or denied the benefits of the university's services, programs, or activities or be subjected to discrimination. The [Accessibility & Disability Service \(ADS\)](#) provides reasonable accommodations to qualified individuals to provide equal access to services, programs, and activities. ADS cannot assist retroactively, so it is best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements. For assistance obtaining accommodation, contact Accessibility and Disability Service at 301-314-7682 or email them at [adsfrontdesk@umd.edu](mailto:adsfrontdesk@umd.edu). Information about [sharing your accommodations with instructors, note-taking assistance](#), and more is available from the [Counseling Center](#).

### **Student Resources and Services**

Taking personal responsibility for your learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will talk to me so that I can help you find the right approach to success in this course. I also encourage you to visit [UMD's Student Academic Support Services website](#) to learn more about the wide range of campus resources available. Everyone can help sharpen their communication skills (and improve their grade) by visiting [UMD's Writing Center](#) and scheduling an appointment with the campus Writing Center. You should also know there are resources to support you with whatever you need ([UMD's Student Resources and Services website](#) may help). If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](#) or [one of the many other mental health resources on campus](#).

## Notice of Mandatory Reporting

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible University Employee,” and I must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to UMD’s Title IX Coordinator per University Policy on Sexual Harassment and Other Sexual Misconduct. If you wish to speak with someone confidentially, please contact one of UMD’s confidential resources, such as [CARE to Stop Violence](#) (located on the Ground Floor of the Health Center) at 301-741-3442 or the [Counseling Center](#) (located at the Shoemaker Building) at 301-314-7651. You may also seek assistance or support from UMD’s Title IX Coordinator, Angela Nastase, by calling 301-405-1142 or emailing [titleIXcoordinator@umd.edu](mailto:titleIXcoordinator@umd.edu). For further information on the above, please visit the [Office of Civil Rights and Sexual Misconduct's](#) website at [ocrsm.umd.edu](http://ocrsm.umd.edu).

## College of Education Hate and Bias Policy

The College of Education at the University of Maryland is committed to creating a robust, inclusive, and inviting climate in which all students, staff, and faculty are inspired to achieve their full potential. We believe in the dignity and humanity of all people and **value the identities of our students, faculty, staff, and alumni**. We seek opportunities to provide development in the facilitation of positive interactions among our college and campus community. The COE **consistently strives to reduce barriers across race, ethnicity, gender, age, religion, language, dialect, health, veteran status, abilities/ disabilities, sexual orientation, gender identity, socioeconomic status, and geographic regions**. Racist, sexist, homophobic, or other oppressive language or behavior should be immediately reported. Those experiencing harm can report their experiences to

- The department chair, program coordinator, or director of undergraduate studies;
- Associate Dean of Faculty Affairs or Undergraduate Studies; or
- A member of the COE Bias Incident Response Team and the Office of Diversity and Inclusion [Bias Incident Support Services](#) as appropriate.

Review the full [COE Hate and Bias Policy](#).

## Basic Needs Security

If you have difficulty affording groceries, accessing sufficient food to eat, or lack a safe and stable place to live, visit UMD’s Division of Student Affairs website for information about the campus's resources.

## Veteran Resources

UMD provides some additional support to our student veterans. You can access those resources at the Office of [Veteran Student](#) Life and the [Counseling Center](#). Veterans and active-duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these in advance to the instructor.

## Course Evaluation

Please submit a course evaluation through Student Feedback on Course Experiences to help faculty and administrators improve teaching and learning at Maryland. All information submitted to Course Experiences is confidential. Campus will notify you when Student Feedback on Course Experiences is open so you can complete your evaluations at the end of the semester. Please complete your evaluations directly at the Student Feedback on Course Experiences. By completing

your evaluations each semester, you can access the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations through Testudo.

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